

INSPECTION REPORT

GLEBELAND COMMUNITY PRIMARY SCHOOL

Toft Monks, Beccles

LEA area: Norfolk

Unique reference number: 121014

Headteacher: Mr Alan Williams

Lead inspector: Mr J Earish

Dates of inspection: 4th – 6th October 2004

Inspection number: 266870

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	70
School address:	Beccles Road Toft Monks Beccles Suffolk
Postcode:	NR4 0EW
Telephone number:	01502 677354
Fax number:	01502 768270
Appropriate authority:	The governing body
Name of chair of governors:	Mr Gordon Butler
Date of previous inspection:	7th June 1999

CHARACTERISTICS OF THE SCHOOL

Glebeland Community Primary School is situated close to the market town of Beccles. It is much smaller than other primary schools nationally. There are 70 boys and girls on roll aged 4 to 11 years, who are taught in three mixed-age classes. Pupils come from a wide range of settings, but mainly from surrounding small rural communities. Some live in owner-occupied accommodation, but there are many in privately rented or council housing. Twenty per cent of pupils are identified as having special educational needs. This proportion is above the national average. The range of pupils' needs includes speech, emotional, and behavioural difficulties and moderate learning disabilities. The percentage of pupils with statements of special educational needs at 1.4 per cent is broadly in line with the national figures. There are seven pupils eligible for free school meals, and this is below the national average. Very few pupils come from ethnic minorities, and all pupils have English as their first language. Attainment on entry to the school is average, but each year group has a different proportion of higher and lower attaining pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team		Subject responsibilities	
2321 6	J Earish	Lead inspector	Mathematics Science Art Information and communication technology Physical education Special educational needs English as an additional language
1937 4	W Sheehan	Lay inspector	
1728 8	M Warner	Team inspector	Foundation Stage curriculum English Design and technology Geography History Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Glebeland Community Primary School has been through a period of turbulent change, but is already improving. The school is increasingly effective, and all groups of pupils are now achieving well in lessons. Achievement is satisfactory overall. The new headteacher, the teachers, and the governors are all committed to maintaining standards and improving them further. The school caters well for pupils with a wide range of abilities. It is well led and managed, and teaching is of a consistently good standard. The school currently provides satisfactory value for money.

The school's main strengths and weaknesses are:

- **Standards are above average in mathematics and science by the age of 11 years.**
- **The headteacher provides very good leadership, and all adults involved with the school work effectively as a team.**
- **Teaching is good overall, and very good in the Foundation Stage.**
- **Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.**
- **There is a very good range of extra-curricular activities.**
- **Standards in information and communication technology (ICT) are below average.**
- **The criteria for judging effectiveness in the school development plan are not sufficiently precise.**

Progress since the last inspection has been satisfactory overall. The school has been through a period of great instability. The new management team have set a high priority on securing stability for staff and pupils, together with rebuilding the confidence of parents and the community. They have been successful in this aim. There are now schemes of work for all subjects, and assessment information is used well to plan lessons and to set targets for improvement. The religious education (RE) curriculum has been developed and standards have improved. Management responsibilities have been reviewed, and teachers play an active role in developing and monitoring the curriculum.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	B	A
mathematics	E	D	E	E
science	E	D	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils have attained similarly at the end of Year 2.

Achievement is satisfactory overall. **Standards had declined during the period of instability, and raising them again has been the school's highest priority. Standards achieved in the national tests in 2003 for pupils aged 11 were above average in English, average in science, and well below average in mathematics. When compared with those of similar schools, standards were well above average in English, average in science, and well below average in mathematics. Caution is needed when interpreting this data as the size of the group is small. Inspection evidence shows that standards in the current Year 6 are average in English, and above average in mathematics and science. This represents good progress for this particular group of pupils, who were judged to be well below the national average in reading and writing and below average in mathematics when they were aged 7 years. Pupils in the current Year 2 are now achieving above average standards in speaking and listening, average standards in writing and science, but below average in reading and mathematics. This too represents good progress overall, since their attainment on entry to school was well below average. Standards in ICT are unsatisfactory because there are insufficient computers on which pupils can regularly practise their skills. Pupils achieve good standards in music across the school. Standards in the Reception class are broadly average in relation to the goals children are expected to reach by the end of the Foundation Stage, with the majority on course to exceed the goals for personal, social and emotional development, and knowledge and understanding of the world by the end of the year.**

Pupils' personal qualities, including their spiritual, moral and social development, are very good. **Pupils' attitudes to learning are very good, and this has a positive effect on both the quality of their education and the standards of work they achieve. Pupils' very good behaviour, and their very good relationships and personal development, all contribute to an effective environment in which they learn well. Attendance is well above the national average and punctuality is very good.**

QUALITY OF EDUCATION

The quality of education is now good. Teaching and learning are also good overall, **and teachers are making better use of assessment data to set targets for groups and individuals. During the inspection all the teaching was of good or better quality. No unsatisfactory lessons were observed. Teaching and learning in the Foundation Stage was very good. Teachers have good knowledge of the subjects they teach, and work well with the teaching assistants to ensure that lessons are interesting and capture pupils' imaginations. Assessment is being used well to analyse individual pupils' needs, and build carefully on their prior learning. The school makes very good use of educational visits, visitors and the community to enrich the curriculum. The accommodation and resources are satisfactory overall, but there are insufficient computers of good quality on which pupils can regularly practise their skills. This has been recognised by the school, and plans to provide a new ICT suite as part of a rebuilding project have been approved.**

The quality of care and welfare are very good. Teachers and teaching assistants care for pupils very well. Provision to support pupils with special educational needs (SEN)

is very good. The school maintains a very good partnership with parents. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. The school has been through a period of turbulent change. The new headteacher, teachers and governors have built a very inclusive school where all are equally involved. The school is effectively managed and is now good at identifying areas for improvement, and at seeking ways to overcome weaknesses and address disadvantages. Governors are supportive of the school and have a clear understanding of what the school does well and how they can help improve things further. The quality of their work is good. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views about all aspects of the school. They particularly like the way the school is led and managed, the quality of teaching, the pupils' good behaviour, their hard work, and the good range of activities provided. They feel that their children are encouraged to be mature and responsible, and that they enjoy coming to school. The inspection team fully agrees with them. Pupils say they enjoy school, and that teachers help them improve their work.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- **Improve standards in ICT.**
- **Ensure the criteria that are used to assess the impact of recent initiatives are detailed, precise, and easily measurable so that it is easier to judge success.**

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are achieving satisfactory standards overall. The school has been through a period of great instability. Standards had declined during this period, and raising them again has been the school's highest priority. They have been successful in their efforts; standards are improving and pupils are now achieving satisfactorily overall.

Main strengths and weaknesses

- **Children receive a very good start to their education in the Foundation Stage.**
- **Standards are above average in mathematics and science by age 11 years.**
- **Significant improvements have been made to the climate for learning across the school.**
- **Teaching and learning are good.**
- **Standards in ICT are unsatisfactory.**

Commentary

1. **The school's new leadership team is committed to educational inclusion and to promoting equality in all that it does. They have successfully increased the amount of good teaching. Teachers now identify precise learning objectives, group pupils by ability, and use a variety of teaching methods. Lessons are now planned so that work is well matched to the wide range of pupils' differing abilities in each mixed-age class. Teachers are now more confident at tracking pupils' progress and taking effective action to address under performance. These features, together with the teachers' enthusiasm and pupils' very good attitudes to learning and very good behaviour, are making a significant contribution to improving standards and achievement.**

2. **Attainment on entry varies widely. It has ranged from above average to well below average over the last six years. The size of cohorts is usually small. There are currently ten children of Reception age, all of whom are girls. This is unusual, but the gender balance varies considerably year on year. This makes it difficult to make reliable judgements based on gender differences. Attainment on entry for the present cohort is average overall, with some children being above average.**

3. **Children receive a very good start to their education in the Reception class. Teaching is very good, and children benefit from a well planned curriculum, and from the effective support of all the adults involved. There is a good balance between self-selected and adult-directed activities, with a strong emphasis on the development of literacy and numeracy skills. Children achieve satisfactorily, and standards are broadly average in relation to the goals children are expected to reach by the end of the Foundation Stage, with the majority on course to exceed the goals for personal, social and emotional development, and knowledge and understanding of the world by the end of the year.**

4. The table below shows the average point scores attained in the Year 2 tests in 2003. One point represents about one term's progress, so the table shows, for example, that pupils were on average around half a term behind all pupils nationally in writing and mathematics, and broadly in line in reading.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.4 (14.0)	15.7 (15.8)
writing	13.9 (13.3)	14.6 (14.4)
mathematics	15.7 (15.7)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

5. Standards achieved in the national tests in 2003 for pupils aged seven were below the national average in reading, writing and mathematics. When compared with schools in a similar context, standards were well below average in all three subjects. Conclusions from these results may not be reliable since a considerable percentage change can be caused by a movement of one level by one pupil in small cohorts. In addition, the year-on-year differences in the attainment of a small number of pupils are magnified when each individual pupil represents a large proportion of the total. The unvalidated data for 2004 shows there has been an improvement in the percentage of pupils achieving Level 2 and above in writing, but a reduction in the percentage achieving the higher Level 3. All pupils achieved Level 2 in mathematics, and there has been an improvement in the numbers achieving the higher Level 3 in reading.

6. Standards had declined during the period of instability, and raising them again has been the school's highest priority. Standards are improving and pupils are now achieving satisfactorily overall. Data supplied by the school and inspectors' judgements indicate that pupils aged 7 years are now achieving above average standards in speaking and listening, average standards in writing and science, and below average in reading and mathematics. This represents good progress overall since their attainment on entry to school was well below average. All groups of pupils are now achieving well in lessons across the school. However, achievement is judged to be satisfactory overall.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.1 (27.0)	26.8 (27.0)
mathematics	25.4 (26.4)	26.7 (26.7)
science	28.6 (27.6)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

7. Standards achieved in the national tests in 2003 for pupils aged 11 were above average in English, average in science, and well below average in mathematics. When compared with those of similar schools, standards are well above average in English, average in science, and well below average in mathematics. The unvalidated results for 2004 are based on a very small cohort of less than ten pupils. A third of these pupils were identified as having SEN, and a further fifth arrived during their final year at the school. Data suggests that standards in science are similar to the previous year, but there is a reduction in the numbers achieving the higher Level 5 in mathematics and English. Again, the group of pupils assessed is very small, and trends in performance from these results are likely to be unreliable.

8. The school has taken effective action to improve the quality of teaching and learning, and this has had a direct effect on raising standards of all the groups of pupils observed during the inspection. Assessment data supplied by the school and inspectors' judgements show that attainment of the current Year 6 to be average in

English, and above average in mathematics and science. Again, this represents good improvement since this cohort was judged to be well below the national average in reading and writing, and below average in mathematics at age 7 years. Achievement observed in the lessons during the week of inspection was good, and correlated well with the quality of teaching and learning. Pupils' achievement overall is satisfactory.

9. **Standards in ICT are unsatisfactory overall, and a further decline on the standards reported at the last inspection. This is because there are insufficient computers of good quality on which pupils can regularly practise their ICT skills. These weaknesses have been recognised, and plans to provide a new ICT suite have been approved, and building will start early next year.**

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. The school has maintained good provision for pupils' personal development, which has resulted in a very positive work ethos. Pupils' moral and social development is promoted very effectively.

Main strengths and weaknesses

- **Pupils' behaviour and attitudes to learning are very good overall, resulting in a friendly purposeful climate for learning.**
- **Very good relationships between all staff and pupils ensure that everyone is valued and respected.**
- **The provision for pupils' moral and social development is very good and helps pupils to develop good personal and social skills. However, pupils have insufficient understanding of the richness and diversity of other cultures within our own society.**
- **Attendance is well above the national average.**

Commentary

10. **All pupils have very good attitudes to learning. They display an enthusiasm for school and all that it offers. Pupils settle quickly in class and are very eager to answer questions and participate in discussions. They support each other very well in paired and group work. For example, during a Class 3 personal, social, and health education (PSHE) lesson groups of pupils were asked to identify the skills needed for effective teamwork. They worked together productively, and successfully identified a comprehensive list of skills by the end of the session. Pupils who have SEN are given very good support; they feel confident and so have very good attitudes in lessons. Pupils' behaviour is very good throughout the school day, and playtimes are friendly social occasions. This ensures that lessons are taught at a good pace with the minimum of fuss or disruption. All parents, who responded to the questionnaire, agreed that behaviour was good. No bullying was observed during the inspection. Discussions with pupils and parents confirmed that staff deal with concerns quickly and sensitively. One pupil was temporarily excluded during the past academic year. No pupil has been excluded during the current year.**

11. **Relationships within the school are very good. Pupils said that; 'teachers are our friends' and that; 'the school has improved in recent years with a better range of activities'. Older pupils are given a variety of responsibilities to help with the smooth running of the school. They carry these out with pride and courtesy. For example, older pupils help serve the 'healthy fruit snack' at break times, and take very good care of younger pupils. Pupils are friendly and helpful to visitors and are happy to show them around their school. They are courteous to staff and volunteers working in the school.**

12. **Very good provision exists for pupils' moral and social development. Pupils have a very secure understanding of the difference between right and wrong, and a**

very clear appreciation of the impact of their behaviour on others. Social skills are developed very effectively, and a wide variety of clubs and school events help to promote pupils' social development. For example, an after school country-dancing club offers pupils of all ages and both sexes the opportunity to learn a new skill in an agreeable and relaxed atmosphere. Pupils' spiritual development is developed well through lessons, assemblies and close links with the local parish churches. For example, pupils in Class 3 interviewed a Second World War evacuee, and demonstrated empathy with the visitor as they sensitively reflected on her feelings and emotions associated with war. Pupils have a satisfactory appreciation of their own cultural traditions, but there is not yet sufficient understanding of the diverse cultures within the United Kingdom.

13. Attendance levels continue to be well above the national figures for primary schools. The school secretary monitors the attendance registers very carefully, and quickly follows up any unexplained absences with the parents. Pupils regularly arrive on time, which ensures a swift and efficient start to the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The good teaching enables all pupils to make significant gains in their learning, and pupils are now achieving well during lessons. There are very good arrangements for the care and welfare of the pupils, and they are made to feel valued. The school has been successful in developing a very effective partnership with parents to support their children's education.

Teaching and learning

Teaching and learning are of good quality overall. Assessment is good.

Main strengths and weaknesses

- Teachers have high expectations of what their pupils can achieve, and pupils apply themselves to tasks and work hard.
- Teachers work and plan very well together.
- The monitoring and assessment of pupils' academic performance is good.
- The teaching assistants play a valuable role in helping and supporting pupils with their learning.

Commentary

14. The quality of teaching is good overall. For the Foundation Stage in the Reception class, teaching was judged to be very good. No unsatisfactory lessons were observed. This is an improvement on the previous report, when ten per cent of lessons were judged to be less than satisfactory. Parents said they were now happy with the quality of teaching in the school.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	10	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. Teachers have fully embraced the principles of educational inclusion and ensure that all pupils have equality of opportunity. They plan activities that are well matched to the pupils' age, ability, and gender. The school has been through a period of instability, and standards had steadily declined. The headteacher and management team have established a new positive climate for learning. Teachers now set high expectations both of pupils' behaviour and of what they should be achieving in lessons. In turn, pupils respond well to the challenges they are set, and this contributes to the good progress that was seen during lessons. Teachers are now successful in ensuring that all groups of pupils within the mixed-age classes are set appropriate work. As a result, pupils now achieve satisfactorily overall by the time they leave the school, and pupils with SEN achieve well because of their individual support, particularly in their skills of literacy and numeracy.

16. Improvements to the system for assessing pupils' work were identified as a key issue for action at the last inspection. Teachers now use good assessment procedures to track progress, match tasks to the needs of the pupils, and to inform curriculum planning. They record the National Curriculum levels each pupil is expected to reach each year and review these regularly. The school is introducing personal targets for each pupil to work towards. This is giving them a better understanding of their own learning potential and what they must do to improve.

17. Teaching is particularly strong for children in the Foundation Stage, where all lessons observed were good or very good. A particular strength of the teaching is the detailed planning, which provides clear learning objectives for individual tasks. The teacher and teaching assistant have high expectations in regard to work and behaviour, as well as a good understanding of the curriculum and of how children of this age learn. When managing group work, adult interventions give high priority to encouraging language development, which results in good learning. There are good systems in the Reception class for keeping track of each child's progress, and the information is well used when planning future work.

The curriculum

The curriculum provides a satisfactorily broad range of curricular opportunities that cater for the pupils' interests. The Foundation Curriculum is good; although space for the children's physical development is restricted. There are very good opportunities for enrichment both within and beyond the school day. Resources are satisfactory overall, but there are insufficient computers of good quality on which pupils can practise their ICT skills.

Main strengths and weaknesses

- The school has successfully introduced new schemes of work for all subjects.
- Provision for pupils with SEN is very good.
- The curriculum is enhanced by a very good range of extra-curricular resources.

- There are insufficient resources for ICT.
- Visitors and peripatetic teachers make a strong contribution to the curriculum.

Commentary

18. The curriculum meets statutory requirements, and schemes of work have been prepared for all subjects. This is an improvement on the findings of the previous report. The school teaches sex education and drug and solvent misuse appropriately as part of science and health education, and makes good provision for personal and social development. In addition, acts of collective worship meet statutory requirements and are broadly Christian in nature. As a result, the quality and range of learning opportunities is satisfactory overall.

19. Previously, the school could not ensure continuity and progress between and within year groups because there were no schemes of work. In addition, there were no satisfactory systems in place to ensure that the assessment of pupils' work was used to inform lesson plans or to improve the curriculum. These weaknesses have been successfully addressed. Teachers now carefully track pupils' progress, and use the information to plan their lessons and adjust the curriculum.

20. The planning for the Foundation Stage has improved, and is now securely based on the areas of learning identified within the national guidance. As a result, children in the mixed-age Reception/Year 1 class are confident in their learning, benefit from a good range of experiences, and have work that is well matched to their individual ages and needs. The personal, social, health and citizenship scheme of work is being updated and meets legal requirements. Good use is made of visitors and peripatetic teachers to provide a stimulating learning environment.

21. Pupils with SEN are provided for very well. In this small school their needs are well met, and both teachers and teaching assistants support them well. Whilst there is no formal identification of pupils who are gifted or talented, good provision is made for them in the mixed-age classes and through clubs and instrumental lessons. This school provides a very good range of extra-curricular activities, such as lace making, country dancing, rugby skills, tennis, archery and gardening. Pupils in Class 3 benefit from a residential visit, which includes adventurous activities and opportunities to develop their ICT skills. There are good links with the local secondary school. For example, the older pupils have had the opportunity to develop their scientific investigative skills in partnership with the local high school.

22. The accommodation and resources are satisfactory overall. The outside play area for Reception children is very small, although used well. Resources in most subjects are satisfactory, but there are not enough computers to enable pupils regularly to practise their ICT skills. This is having a direct impact on the standards that pupils are able to achieve. This has been recognised by the school, and a new ICT suite is planned as part of an extensive rebuilding project which is due to start next year. There are also deficiencies in the mathematics resources.

Care, guidance and support

Pupils are cared for very well. Provision of support, advice and guidance based on monitoring is good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- **Very good relationships ensure that all pupils are individually cared for and supported, and their opinions are valued.**
- **The school's procedures for health, safety and child protection are very good and ensure that pupils work in a safe and secure environment.**
- **Pupils' academic development is monitored carefully, and they are provided with good advice on how to improve their work further.**

Commentary

23. All adults provide very good role models for pupils, which supports a purposeful learning environment. Pupils' views are carefully listened to informally through PSHE lessons and more formally through a suggestion box. Plans are already well advanced to introduce a school council. The headteacher and all teachers take time to listen to pupils' thoughts, ideas and concerns. Pupils said that; 'teachers and staff help you out if you fall out with your friends'. The strength of these relationships and the quality of the teamwork are a key factor in pupils feeling valued and motivated to do their best.

24. The school ensures that regular health and safety checks are carried out, and the governing body is fully involved in supporting these arrangements. Thorough procedures, including risk assessment, are in place to promote a safe learning environment. There are very good opportunities to ensure pupils learn how to keep safe and healthy through an effective PHSE curriculum. The 'Grab Five Initiative' whereby pupils select a variety of fresh and dried fruit as a mid morning snack, has been very successful. Child protection procedures are very well embedded, and the school is diligent in consistently monitoring the welfare of its pupil.

25. The school monitors pupils' academic and personal progress well and rewards their achievements. Teachers know their pupils very well, take great interest in their progress, and give good advice and encouragement. In discussion, pupils say they know how to improve as teachers guide them individually. Pupils' personal development is principally monitored informally, and staff react quickly to any changes in their daily well-being. Pupils with SEN are supported very well to ensure that they make good progress in their learning.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with other schools. Links with the community are also good.

Main strengths and weaknesses

- **Parents are very supportive of the school in all that it does.**

- **Links with the local and wider community, neighbouring primary schools and the main feeder secondary school are good.**
- **Parents are well informed about school activities and their child's progress.**

Commentary

26. **Parents are overwhelmingly pleased with all aspects of the school and its work. Following a turbulent few years, it is remarkable how well the school has regained the confidence and support of the parents. This is a tribute to the efforts of all staff to build an open, friendly dialogue with parents, and to include them fully in their children's learning. Some parents mentioned that there had been some instances of bullying, but all stressed that these instances were resolved quickly and effectively. Over half of parents have helped in school over the past year, and the Parents' Association raises substantial funds to improve learning resources. Parents of pupils with SEN are fully involved in their children's learning, and this supports their progress effectively. The high level of support between school and parents helps to promote an effective learning partnership.**

27. **The school has developed good links with the various rural village communities and the local churches. Good links exist with the secondary school to which pupils transfer, and the local cluster of primary schools. This enables teachers to share ideas and promote good practice between schools.**

28. **The quality of the documentation that the school provides for parents is good. This is particularly important as many pupils arrive at school by taxi each day, and parents do not have daily contact with the class teachers. The well written prospectus provides clear and helpful information about the curriculum. Newsletters are sent out regularly and provide useful information about events and activities. The school has canvassed parents' views using a questionnaire, and is always seeking ways to further improve the partnership. Pupils' annual reports include appropriately detailed information about their progress and targets for improvement. Regular opportunities are offered to parents to discuss their child's progress, and there is always a high attendance at these events. This ensures parents are fully involved in the school and their child's learning.**

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The leadership by other staff is also good. The governing body make a good contribution to the management of the school and its recent developments.

Main strengths and weaknesses

- **The headteacher provides very good leadership; he has clarity of vision and a strong sense of purpose.**
- **Self-evaluation is established within the culture of the school and is having a positive effect on pupils' attainment.**
- **Governors successfully monitor the work of the school.**
- **Financial management is good.**
- **The school's strategic plan and the annual improvement plan clearly map out future development, but the performance indicators are not sufficiently precise.**

29. The school has been through a period of turbulent change, which resulted in the appointment of a new headteacher, senior teacher, teaching assistants and new governors. Since then, the leadership displayed by the headteacher has been very good. Working closely with the chair of governors and the senior teacher, he has provided stability for staff and pupils, and rebuilt the confidence of parents and the community. The effects of this leadership and management are significant in the progress the school has made recently in many areas of its work, such as the quality of teaching and learning and at raising pupils' achievement. The staff now confidently lead their subjects and play a key role in raising standards. Whilst they recognise that progress has been made, they are determined to improve further.

30. Self-evaluation is now established within the culture of the school. The headteacher and senior teacher have introduced coherent systems for monitoring the progress of classes and different groups of pupils. Test results and other data for all pupils, including those with SEN, are now carefully analysed to identify where weaknesses may lie. Effective strategies are then put in place to tackle these weaknesses, and this has led to raised achievement for all pupils. For example, additional opportunities have been provided to develop spelling, speaking and listening skills, in addition to the activities organised during the daily literacy hours.

31. The school is well managed. The performance of all staff is carefully monitored to ensure that the pupils have the best possible opportunities. The headteacher has skilfully supplemented the existing expertise by appointing a part-time specialist teacher and instructor to raise standards in music and physical education. This has successfully raised standards and stimulated pupils' enthusiasm. In addition, the older pupils have had the opportunity to develop their scientific investigative skills in partnership with the local high school.

32. Governors do a good job. They fulfil their statutory responsibilities, and are very committed and supportive of the school and the staff. Many help in classes, run booster sessions and make a significant contribution to pupils' learning. They know the school well and understand what needs to be improved, while also appreciating the school's many strengths. They ask difficult questions when necessary and thoroughly assess any new initiatives before money is allocated for projects.

33. The school development plan clearly maps out future development. It is based on a detailed analysis of the school's context, and sets out targets to be reached. However, these targets are not sufficiently precise, which makes it difficult easily to measure the impact of recent initiatives.

34. The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. The quality of strategic financial planning is good and provides a clear projection for future developments and improvements in its facilities and resources.

Income and expenditure (£)	
Total income	242,041.00
Total expenditure	240,617.00
Expenditure per pupil	3,342.00

Balances (£)	
Balance from previous year	1,595.00
Balance carried forward to the next	1,424.00

35. Data supplied by the school show the carry forward figure for 2003/4 to be just under one per cent. Money has been set aside for the re-equipping of the new building which is due for completion next year.

36. A wide range of indicators, including the quality of teaching, the quality of leadership and the satisfactory improvement made since the last inspection, shows that the school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Foundation Stage

Provision for the Foundation Stage is good.

Main strengths and weaknesses

- **The Foundation Stage curriculum is good.**
- **There are very good opportunities for role-play.**
- **Pupils are challenged well by very good questioning and by working with Year 1 pupils.**
- **Pupils are achieving well in all six areas of learning, with standards being above average in personal and social development and in their knowledge and understanding of the world.**

Commentary

37. **Attainment on entry varies widely. It has ranged from above average to well below average over the last six years. The size of cohorts is usually small. There are currently ten children of Reception age, who are all girls. This is unusual, but the gender balance often varies considerably year on year. Assessment on entry for the present cohort is yet to be completed, but they are predicted to be average overall, with some children being above average.**

38. **Leadership and the management are good. Children in the Reception class are taught in the same class as Year 1 pupils. When the new management team was appointed two years ago, they found there was no separate Foundation Stage curriculum. This is no longer the case. The co-ordinator has successfully introduced the statutory Foundation Stage curriculum, and is implementing it very well. Provision is therefore better than at the time of the last inspection. Lower-attaining children are well supported in their learning by adults, and higher-attaining children are also challenged well. Teaching and learning is very good overall. By the end of the year children are likely to achieve average standards overall, and above average standards in their personal, social and emotional development, and in their knowledge and understanding of the world. Achievement is satisfactory overall.**

39. **Children achieve very well in their personal, social and emotional development and are on course to exceed the goals expected of them nationally¹ by the end of the year. The Foundation Stage curriculum is well planned, the teaching is very good and the good relationships between staff and children ensure good behaviour. Many**

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world, physical and creative development. There are many goals for each area of learning. In language and literacy, for example, pupils should be able to write their own names and other things such as labels and begin to write simple sentences.

opportunities are given for children to work independently for sustained amounts of time in the role-play area. Children play happily, imaginatively and profitably, and enjoy each other's company. Children quickly learn to follow classroom routines and feel safe and confident. They listen carefully to instructions and participate enthusiastically in all class activities. Adults provide very good role models for children; they encourage them to share, take turns and put up their hands when responding to questions. The children are very independent, attending to their own personal hygiene and putting on their coats unaided.

40. Communication, language and literacy are promoted well in many different ways. Children are on course to achieve the goals expected of them nationally by the end of the year. The teacher plans and introduces a good range of activities, which helps develop children's speaking and listening, reading and writing. For example, role-play encourages children to use language to communicate with those they play with and to record their ideas through writing. Children are encouraged to write for themselves. Some are already making marks on the paper, whilst others are able to write whole words on their own. All Reception-aged children can recognise the letters 'd', 'c' and 'g' and point to the correct sound when the letters are jumbled. Many are starting to correctly say the initial sound of words such as 'cat'. Children enjoy looking at and choosing books in class and from the library van. Speaking and listening are developed very well in many lessons. For example, children are able to make pertinent comments and express their own ideas when listening to stories. They speak confidently when answering questions. Overall, teaching and learning are good, and children's achievement is sound.

41. Provision for mathematical development is good. Emphasis is placed on learning numbers, and children are beginning to use correct mathematical vocabulary. For example, children are able to identify and name a circle, square and rectangle, and sort them by colour and shape. A more able child knew that 'triangles' make up a 'pyramid' which is a 'solid'. Most children can identify numbers to 4 and others are able to count to 15. When making models from construction kits, children know, for example, that the model has ten different parts to it. The quality of teaching and learning is good, and children's achievement is satisfactory.

42. Provision for knowledge and understanding of the world is good. Children experience a good range of practical activities using construction toys, computers and gardening tools. These activities successfully develop children's knowledge of the natural world. Information and communication technology (ICT) skills are used well to support teaching and learning. Children are able to draw a pattern on the computer, and use the mouse to highlight objects on the screen and drag them to new positions. They also learn about Christian festivals, and those of other communities, such as Harvest Festival, Sukkah and Christmas. Overall, the quality of teaching in this area is very good and children are on course to exceed the goals expected of them nationally. Children's achievement is good.

43. Provision for creative development is good. Children have good opportunities to draw and paint their own pictures. They are able to paint very detailed picture of an octopus, and are able to cut in a straight line. They learn to join boxes with masking

tape to make houses, and make fruit out of play-dough for the harvest festival. They are well supported by the teaching assistant, and receive individual attention when necessary. There was insufficient evidence to make a secure judgement about the quality of teaching and learning in this area.

44. Provision for children's physical development is judged to be satisfactory. The school has completed plans to improve provision for this area of learning; it forms part of the new building project. Reception children take part in hall activities with Year 1 children, and learn how to hold a small racquet and balance a ball on it. They can run on the spot, and a small number of children are able to side step. At this early stage of the year the children have made satisfactory progress in these areas of learning. Overall, the quality of teaching in this area is satisfactory, and children are on course to achieve the goal expected of them nationally. Children's achievement is satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is good.

Main strengths and weaknesses

- **Standards in reading are above average by the end of Year 6.**
- **Teachers' planning is good and includes clear and specific learning objectives which are clearly explained to pupils and used to evaluate their achievement.**
- **Speaking and listening skills are well promoted in lessons and in other subjects.**
- **Information and communication technology (ICT) is not sufficiently harnessed to enhance learning in English.**

Commentary

45. **Inspection evidence shows that standards in English are in line with those found nationally in Year 2 and in Year 6. This represents good progress for both groups of pupils, since the current Year 6 were judged to be well below the national average in reading and writing when they were aged 7 years. Pupils now aged 7 years have also made good progress since their attainment on entry to school was well below average. Achievement in the lessons seen during the week of inspection was often good and correlated well with the quality of teaching and learning.**

46. **Standards are broadly similar to those reported at the last inspection, with the exception of writing which was judged to be good at age 7 years. Standards in the national tests for 2003 show that pupils' attainment was below the national average in reading and writing by the age of 7 years, but above average in English by the age of 11 years. Both these results were higher than the two previous years. When compared with schools in a similar context, standards were well below average at age 7 years and average at 11 years. Conclusions drawn from these results may not be reliable, since the group of pupils assessed was very small, and a considerable percentage change can occur through a movement of one level by a single pupil. In addition, the ratio of boys to girls varies considerably year on year, and no reliable judgement can be made about gender differences.**

47. **When the current Year 2 started school, their attainment was well below average. These pupils have made good progress as a result of good teaching, and standards are now average overall. Data supplied by the school and inspectors' judgements show that pupils are on course to attain above average standards in speaking and listening, average standards in writing, but below average in reading. Pupils are developing a satisfactory grasp of the relationships between sounds and letters, and they use that information to help spell new words. They enjoy books, and eagerly discuss stories and delight in the humour found in some of the texts. The teachers use questions well so that all pupils develop the confidence to express their ideas and extend their speaking skills. Basic punctuation marks, such as capital letters and full stops, are clearly understood. However, insufficient use is made of shared writing, which restricts the progress of the less confident pupils, particularly in their spelling. Joined handwriting is not attempted until Year 2, by which time**

those hesitant to write are beginning to print successfully, and are less motivated to change to a joined hand.

48. Pupils in Year 6 are now achieving well in class due to the good teaching they receive, and the high expectations of their work and behaviour. Standards are average overall, but standards in reading are good. Girls and boys, regardless of their prior attainment, fully participate in all activities. Standards in writing are average. This represents good achievement as one-third of these pupils have been identified as having SEN. Higher attaining pupils use language well. They write interestingly at length and present their work very well. A strong feature is their accurate use of punctuation. Other groups of pupils have difficulty with spelling, and not enough attention is given to correcting spelling at the drafting stage. Standards in reading are above average. All groups of pupils spoke enthusiastically about books, and pupils' reading records show that parents play a very important part in their children's love of literature. A particularly successful feature is the emphasis placed on the development of speaking and listening skills. During the inspection older pupils presented talks about their hobbies to the class. The pupils spoke quietly, but with authority, and the rest of the class listened very well.

49. Overall, the quality of teaching and learning is good. Lessons are well planned, with clear objectives with well matched tasks for the various ability groups in the mixed-age classes. Good opportunities occur at the beginning of sessions to review the previous learning objectives, and to share the new learning objectives with the pupils. This helps pupils understand what they have to do and achieved by the end of the session. Pupils' work is well marked, and constructive comments help pupils improve their work.

50. The subject is led well and managed very well. The subject leader not only marks and analyses pupils' assessments, but also plans lessons regularly with the other teachers. This ensures that pupils in the mixed-age classes, who are at different levels of attainment, have work that is well matched to their individual needs. This is a key feature that has enabled the school to improve standards and achievement. In addition, it helps her monitor both what is being taught and how well pupils are learning. She has also been responsible for improving the range and quality of books. Unfortunately, the school has a limited number of computers, and this means that pupils have insufficient opportunities to develop their literacy skills through the use of ICT.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils attain good standards by the end of Year 6.
- The quality of teaching and learning is good across the school.
- Planning is good and is based on what pupils know and understand.
- The use of ICT to support mathematical development could be improved.

51. The result of the national tests for 2003 show that pupils' attainment was below the national average by the age of 7 years and well below at 11 years. However, conclusions drawn from these results are not wholly reliable, since the group of pupils assessed was very small, and a significant number had been identified as having SEN. A considerable percentage change can occur through a movement of one level by a single pupil.

52. The new management team recognised that standards had declined during the period of instability, and made immediate improvements to mathematical standards a priority in the school development plans. They have reviewed the curriculum, and now plan lessons that ensure that all groups of pupils, including the higher-attainers, are challenged in the mixed-age classes. These changes are having a positive impact on the progress of all groups of pupils. For example, the present Year 2 started school with standards that were well below average. Assessment data supplied by the school and inspection evidence show that the majority of pupils are on course to reach standards that are just below average by the end of the year. This represents good progress. They are achieving well through the good teaching they receive in Classes 1 and 2. If the current levels of attainment in Year 6 are sustained throughout the year, the majority of pupils should reach standards that are above the national average, and similar to those reported in the last inspection. This represents good achievement as this cohort achieved standards that were below the national average when they were in Year 2. Achievement in mathematics is satisfactory overall.

53. The quality of teaching and learning is good. Questioning is used well to check pupils' comprehension and to challenge their understanding of new ideas. Teachers are using good assessment procedures to identify what pupils know and understand, and they use this information to predict individual performance. Progress towards these predictions is regularly reviewed, and results in adjustments to the curriculum and the composition of teaching groups within the mixed-age classes.

54. Analysis of test results showed a weakness in mental arithmetic and a failure to use calculations for solving problem. Subsequently, a calculations policy is being developed which will aid consistency across the school. Opportunities for problem solving are being increased, and pupils show a better understanding of how mathematics can be useful when dealing with scientific data. Confident and well-prepared teaching assistants support the good teaching in mathematics, which results in pupils' attitudes to mathematics being very good. Assistants received training during last year, particularly in the use of questioning techniques, designed to support small groups and individuals.

55. Leadership and management of the subject are good. The initiative to improve standards has been well managed, and is now resulting in better achievement for all groups of pupils. There is a strong commitment to educational inclusion, and boys and girls of all backgrounds and abilities are supported effectively.

56. Overall, satisfactory progress has been made since the last inspection. Previously, the school could not ensure continuity and progress between and within year groups because there was no scheme of work. In addition, there were no satisfactory systems in place to ensure that the assessment of pupils' work was used to inform lesson plans or to improve the curriculum. The headteacher and teachers have worked very closely together to address these concerns, and have produced an action plan. The weaknesses in provision have been identified and have been addressed expeditiously, including the emphasis on using assessment information to match work to individual pupils' needs in the mixed-age classes. Because of the commitment and hard work of staff, the subject is now in a good position to sustain the recent improvements in standards and achievement.

Mathematics across the curriculum

57. The management team has identified the need, and produced a programme, to ensure that mathematical skills are developed well in other subjects. It includes greater use of ICT to analyse data and represent it graphically. Charts, graphs and tables are used in science to record and analyse data. Unfortunately, this is limited by the availability of sufficient computers of good quality. Pupils practise measuring carefully and accurately in practical activities such as design and technology.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- **Standards are good by the end of Year 6.**
- **The curriculum places a strong emphasis on investigational and experimental science.**
- **Pupils are very enthusiastic about science and particularly enjoy experimental work.**
- **The use of ICT to support work in science could be much improved.**

Commentary

58. Standards of the current Year 6 are above average, and represent good progress for this cohort of pupils who were judged to be below the national average in the national tests at the end of Year 2. This is similar to the finding of the previous inspection, and an improvement on the results of national tests in 2003 and the unvalidated results for 2004, which were only average. In addition, an analysis of pupils' previous work, conversations with pupils, observations of lessons, and the school's own data show that, if the current levels of attainment are sustained throughout the year, the majority of pupils in the current Year 2 are on course to reach average standards. This is very good progress since their attainment on entry was well below average. Pupils who are currently in Years 4 and 5 are already attaining standards that are average for their age. Teachers have high expectations of what pupils can do, and boys and girls of all backgrounds and abilities are well supported. Teaching assistants are used well, not only to support pupils with SEN, but also to encourage all pupils to achieve well.

59. It was only possible to see one science lesson being taught during the inspection, and there is insufficient evidence to make a judgement on the quality of teaching overall. However, a scrutiny of work, including displays, planning, and conversations with pupils, show that teachers capture pupils' enthusiasm by preparing challenging opportunities for them to learn through practical activities. The single lesson seen in Class 2 was of good quality, and pupils were well behaved and listened carefully to what their teacher had to say. Collaborative working in pairs or small groups was a positive feature of teaching and learning and made a very good contribution to pupils' social development.

60. The curriculum is of satisfactory quality, with opportunities for pupils to carry out their own experiments and to plan their own investigations. Pupils are very enthusiastic about science and understand how to record their findings, analyse them, and draw simple conclusions. The older pupils have had the opportunity to develop their scientific investigative skills further, in partnership with the local high school, as part of the Gatsby Project. This initiative provides good opportunities for pupils to use the resources of the local high school, as well as to strengthen working relationships between primary and secondary teachers.

61. The use of ICT to support work in science is limited due to the lack of sufficient computers of good quality. Pupils do not have easy access to sufficient machines to sense, record and analyse data, or to carry out research using the Internet.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is unsatisfactory. There was insufficient evidence to make a secure judgement on the quality of teaching and learning.

Main strengths and weaknesses

- **Standards are generally unsatisfactory across the school, but some good initial work was observed in the Foundation Stage.**

- There are insufficient computers of good quality on which pupils, especially senior pupils, can regularly practise their skills.
- The co-ordinator is working very hard to provide an interesting range of challenging learning opportunities despite the current limitations.
- The school is planning to build a new ICT suite early next year.

Commentary

62. Apart from some promising introductory work with the youngest children, standards are unsatisfactory overall, and a decline in the standards reported at the last inspection. This is because there are insufficient computers of good quality on which pupils can regularly practise their ICT skills. The new management team and governors have already identified this weakness. They have drawn up detailed plans to provide a new ICT suite as part of a major rebuilding programme which is due to start early next year. Funding has also been identified to provide additional new computers.

63. The recently appointed co-ordinator is providing good leadership. She has not been complacent, but has worked very hard to provide an interesting range of challenging learning opportunities despite the current limitations. For example, older pupils are keeping in contact with a former pupil via email, as he tours Eastern Europe with his parents. Younger pupils have used a video camera to capture sequences of the school's sports day. They have downloaded them onto computer, edited the clips and presented them to the class. In addition, the school computers are moved to a storage area and temporarily linked together for one morning a week. A retired teacher, with expertise in ICT, then works with groups of pupils so they can learn about new software and practise using it. Older pupils also have opportunities to use a wider range of ICT devices as an important part of their residential visit.

Information and communication technology across the curriculum

64. The co-ordinator has identified links with other subjects, and is enabling as many pupils as possible to regularly use the computers. For example, pupils effectively develop their word-processing skills, and are able to merge text and graphics as they become older. Most are able to access the Internet for research, and can send and receive email. The school recognises that there are too few opportunities for pupils to manage data using graphs and spreadsheets, or to monitor or control the environment using electronic devices.

HUMANITIES

Work was sampled in geography and history, but it was not possible to form an overall judgement about provision in these subjects.

65. Pupils in Class 3 were interviewed about a recent geography lesson on St Lucia, and their work was scrutinised. Higher-attaining pupils made good use of atlases and wall maps to draw their own maps. They used bullet points well when making notes from a radio programme, and supplemented this information with their own research.

Average-attaining pupils have recorded information about food, weather and homes using web maps. Lower-attaining pupils used newspapers to find out information about Hurricane Ivan which has recently passed over the region. No work was seen from pupils in Classes 1 and 2, as they are focusing on history this term. Pupils have previously studied the regions of France, the southern coast of Spain and locations in India. They have looked at similarities and difference, using atlases to identify and name countries, cities and continents. Overall, the subject meets statutory requirements and teachers are following nationally recommended guidelines.

66. Very good use is made of a wide range of historical resources to stimulate interest in the past. The youngest pupils have a good understanding about Victorian times, and have used their grandparents' childhood memories to encourage discussion about the differences between homes as they are today, and how they were in the recent past. This very good learning was promoted by the very good use of questions by the teacher and the learning assistant. During the inspection, older pupils were observed talking and questioning a visitor about her experiences of being an evacuee during World War II. The quality of teaching and learning was good, and a good range of resources were used to supplement the talk. Good use was also made of computers for research, and pupils began to evaluate what was fact and what was opinion. By the end of the lesson, pupils had gained a considerable amount of information about evacuees which they recorded in a number of imaginative ways. For example, they used Venn diagrams to show the range of games children played in Victorian times, and annotated world maps to show dates and locations of important events in World War II. Over the last year pupils have studied Henry VIII and the Spanish Armada, Boudicca, the Celts and Romans, and the lives of famous people such as Florence Nightingale.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to make a secure judgement about provision or standards in physical education, art and design, or design and technology as these subjects were only sampled.

67. It is evident from a scrutiny of work on display, discussion with pupils and an examination of completed work, that pupils experience an interesting art and design curriculum. Teachers plan effectively, using the nationally recommended guidelines, and make good links between other subjects. For example, the whole school is taking part in a project run by the National Gallery based on 'The Beach Scene' by Degas. Pupils have made seaside pictures using found objects, photographed them using a digital camera, and then discussed what they like about each image. They have identified similarities and differences between the Degas picture and a modern beach, and recorded their observations using a good range of media, including pencils, paint, and watercolour. Older pupils have found out more about the artist using the Internet, and used a painting programme to manually produce electronic images. Others have captured the mood of the scene using stories and verse, including Haiku poems.

68. Pupils experience a varied physical education curriculum, including aspects of movement, gymnastics, dance, swimming and team games. Standards in swimming by Year 6 are good, and many of the older pupils can swim over 100 metres, and achieve Levels 5 in the National Swimming Awards. The school makes good use of a

visiting games specialist to provide a broad range of sporting and athletic activities. Pupils are enthusiastic about physical activity and, during the inspection, they achieved good standards in early tennis skills. There is good equality of access and opportunity for all pupils, including those with SEN, who are well supported. There is a very good range of out-of-school clubs that includes football, tennis and cricket.

69. In design and technology, pupil's design, make and evaluate their work from an early age. Younger pupils, for example, are designing and making wooden horses linked to a study of Ancient Greece. The topic began with a detailed discussion about designing the base frame and how it was to be constructed. The teacher ensured that all understood how to use the glue gun safely, and insisted that safety goggles were worn when sawing wood to length. Good use was made of open-ended questions to encourage discussion about the success of pupils' work and how it could be improved. Older pupils in Year 6 have made pop-up books, a Viking boat, purses and clay pots. This is linked to their work in history. They explained that they have also designed record covers when studying the life and work of John Lennon. Scrutiny of work completed last year showed that pupils have previously studied food technology when designing and making biscuits. There was little evidence of pupils evaluating the finished product as this had been done orally. This is an area for further development.

Music

Provision for music is good.

Main strengths and weaknesses

- **Music is taught very well by a specialist music teacher.**
- **Standards are above average.**
- **Pupils are very enthusiastic and enjoy music.**
- **Pupils have the opportunity to learn the flute, clarinet or saxophone.**

Commentary

70. Standards in music are above average by the age of 7 and 11 years, and pupils are achieving well. Weekly music lessons have been taken by a visiting music specialist since last Easter. This has enabled pupils to achieve higher standards than those reported at the time of the last inspection. The school is also making good use of these opportunities for teachers and teaching assistants to increase their knowledge and expertise at teaching music by observing and supporting the visiting music specialist.

71. Pupils' attitudes to music are very good. They come into the hall keen to learn, listen very carefully to the teacher's instructions and enthusiastically participate in the activities. The use of curriculum time is well planned. For example, children in the mixed-age Reception class stay for a quarter-of-an-hour and then leave so that they do not become restless or inattentive. The remaining Year 1 pupils then have more demanding activities for the rest of the lesson. This ensures that work is well matched to pupils' individual needs and abilities.

72. Teaching and learning are of very good quality. Older pupils are engrossed in their work and make much better progress than might be expected for their age group. The teacher has very good subject knowledge, uses a wide range of teaching methods, and uses time productively. A key feature of this successful teaching is the way that pupils' mistakes are used to help others improve their own performances.

73. Reception children learn how to stop and start at the signal of the conductor, and Year 1 pupils are able to control sounds using their voice and percussion instruments. They are able to sing songs such as nursery rhymes in different ways, for example, with long or short notes. Their ability to tap out a rhythm with un-tuned percussion instruments is well above average. Older pupils learn about the different intervals in music, and represent these through singing and playing instruments. They go on to use this knowledge to compose their own short compositions. Expectations are high, and all groups of pupils achieve well. The quality of pupils' work by Year 6 is above average, and they work particularly well in groups planning their own performances.

74. Fifteen per cent of the pupils are learning to play a woodwind instrument. These lessons are well taught by a visiting teacher. Most pupils have only been learning a few weeks. They are enthusiastic to do well, even though some are struggling to master new techniques.

Religious education

Provision for religious education is satisfactory.

Main strengths and weaknesses

- **The school has addressed the weaknesses identified in the last inspection report.**
- **Partner work is used very well to stimulate discussion and promote learning.**

Commentary

75. Improvements to standards in religious education were a key issue at the last inspection. The school has worked hard to rectify weaknesses, and has introduced a new curriculum based on national guidelines and the locally Agreed Syllabus. The school now has enough resources to support the teaching of the new curriculum, and makes good use of the County's loan collection to supplement them. The subject now meets statutory requirements and is being implemented over a period of three years. The co-ordinator is monitoring progress by scrutinising pupils' books and reviewing resources.

76. It was not possible to make a secure judgement about the quality of teaching and learning overall. In the single lesson seen in Class 3 the quality of teaching and learning was very good. Pupils worked with partners, comparing different texts and sharing ideas about creation stories which had been carefully selected by the teacher. These included the Genesis story, poems written by children, and stories from other cultures. This enabled pupils to develop an understanding of God from a

Christian perspective, using a range of cultural and linguistic sources. The teacher's good humour, together with firmness, contributed to the very good relationships and pupils' good achievement during the lesson.

77. Discussion with pupils, a scrutiny of their work and displays, show the youngest pupils have studied the Christian Harvest Festival and Jewish Succoth. They know and can recall biblical stories such as Noah, and have thought about the significance of Christmas. Older pupils have learned about the Sikh religion, and the importance of belonging to a community. They know about the Five Ks and the lives of the Gurus. Standards are now satisfactory overall, and progress toward implementing the new curriculum is good. Achievement is satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The provision for PSHE is good.

Main strengths and weaknesses

- **Pupils are learning to play an active role as citizens.**
- **Pupils' views are valued.**

Commentary

78. The programme for PSHE is good and includes work on diet, sex, drugs, safety and relationships education. Pupils feel confident to raise sensitive topics which are dealt with sensitively and effectively. The school takes very good care to ensure that all pupils are fully included. Pupils with SEN are supported very well and given guidance to extend their learning. There is a good policy for SEN and the principles in this policy are reflected in the classroom practice.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).